



LEADERSHIP

SYLLABUS

AY 18

**JOINT PROFESSIONAL MILITARY EDUCATION
PHASE I INTERMEDIATE LEVEL COURSE**

**UNITED STATES AIR FORCE
AIR COMMAND AND STAFF COLLEGE
*21st Century Leaders for 21st Century Challenges***

LEADERSHIP COURSE OVERVIEW

COURSE DESCRIPTION

The Leadership Course develops mid-career professionals preparing them for increased leadership responsibilities in the profession of arms. They will apply current doctrine and theory in considering leadership responses to problems posed by volatility, uncertainty, complexity, and ambiguity (VUCA). Ethical leadership and personal accountability are key tenets of this course. Further, the course requires developing leaders to examine their strengths and weaknesses and develop or refine their personal leadership philosophies.

COURSE OBJECTIVES

1. Synthesize experience, education, and self-assessment to create and refine a personal leadership philosophy.
2. Analyze leadership challenges faced in today's VUCA military environment, while leveraging organizational systems and theories.
3. Analyze innovative approaches to lead organizations to address future challenges.

COURSE QUESTIONS

1. Leading people: How does a leader's philosophy impact followers?
2. Leading organizations: How can leaders positively influence their organizations?
3. Leading into the future: How can leaders prepare for future challenges?

COURSE ORGANIZATION AND NARRATIVE

AY18 Leadership Course is grounded on key principles of Harvard's Meta Leadership Model where organizations must consider three main elements for effective organizational leadership programs: **leading people; leading organizations, and leading into the future**. Our overall goal for this course is to help leaders know themselves better, lead more consciously, and contribute more abundantly to national security and the profession of arms. The variety of topics chosen for this course were derived from the following sources: J7 Desired Leadership Attributes, 2017 RAND Study: "Enhancing Professionalism in the U.S. Air Force," Army's Command and General Staff College, USMC's Great Unit Study (2015), Stanford University Graduate School of Business, University of Cambridge: Judge Business School, Penn State University, and the University of Michigan: Ross Business School. Our guiding themes throughout this course begin with **knowing yourself to lead yourself; lead yourself to lead your team; create empowered organizations; and lead an enterprise into the future**.

JOINT LEARNING AREAS AND OBJECTIVES (JPME-1)

Leadership addresses Intermediate-Level College Joint Learning Areas and Objectives for Joint Professional Military Education (JPME), established by the Chairman of the Joint Chiefs of Staff via the Officer Professional Military Education Policy (OPMEP), CJCSI 1800.01E, signed 29 May 2015. The course supports the following Joint Learning Areas and Objectives, listed below with "points of explanation":

- 6a-Comprehend the role of the Profession of Arms in the contemporary environment.
- 6b-Comprehend critical thinking and decision-making skills needed to anticipate and recognize change, lead transitions, and anticipate/adapt to surprise and uncertainty.
- 6c-Comprehend the ethical dimension of operational leadership and the challenges it may present when considering the values of the Profession of Arms.
- 6d-Analyze the application of mission command (intent through trust, empowerment, and understanding) in a Joint, Interagency, Intergovernmental and Multinational (JIIM) environment.
- 6e-Communicate with clarity and precision.
- 6f-Analyze the importance of adaptation and innovation on military planning and operations.

COURSE REQUIREMENTS

- 1. READINGS.** Before lecture and seminar, students are expected to complete all assigned readings for the day. Students are encouraged to read the explanation given in the syllabus before reading the assigned books and articles.
- 2. LECTURES.** Students will attend faculty lectures relating to assigned readings and seminar. These presentations compliment the readings and seminar discussion, and therefore enhance knowledge of the course concepts. Lectures in the course provide historical, theoretical, and application of leadership concepts from the guest speaker as well as the readings. Lectures are not for attribution.
- 3. SEMINAR PARTICIPATION.** Student participation in seminar discussions is vital to the success of the course. Students must prepare for each seminar by completing all the assigned readings. Each member of seminar is expected to contribute to the discussion.
- 4. WRITTEN ASSIGNMENTS.** There are two written, graded assignments in fulfillment of the requirements of the Leadership course: One two to three-page “Leadership Study Essay”, and one four to six-page “Leadership Philosophy” paper. Importantly, all written work must include as the first citation an acknowledgement of colleagues who made an intellectual contribution to the work.
- 5. VERBAL ASSIGNMENTS.** There is one verbal, graded assignment in fulfillment of the requirements of the Leadership course: a ten-minute “Leadership Philosophy Presentation”.

METHODS OF EVALUATION. The two to three-page “Leadership Study Essay” is worth 30% of the final course grade; the four to six-page “Leadership Philosophy” paper is worth 40 percent of the final course grade. The ten-minute “Leadership Philosophy Presentation” is worth 30 percent of the final course grade

COURSE ADMINISTRATION

There are two types of readings in this course: 1) readings from books issued by ACSC; and 2) selected chapters and articles posted on the ACSC student drives. Students can access the

syllabus, course calendar, and selected readings as well as other supplemental materials online. In addition, lecture slides will be posted at least twenty-four hours prior to lecture.

ACSC provides students with copies of the following course books, which must be returned at the conclusion of the course:

- Jeffery Pfeffer, (2015). *Leadership BS: Fixing Workplaces and Careers One Truth at a Time* pages 1-32, 85-104, 171-192, and 193-220.
- Stanley McChrystal, (2015). *Team of Teams: New Rules of Engagement for a Complex World*, 2015, Parts 1 & 2, 1-134
- Maj Jonathan Sawtelle, *Resilient, Effective, Adaptive Leadership*, pages 6-12.
- Daniel Kahneman, (2013). *Thinking Fast and Slow*, pages 3-105; 278-288.
- Schein, Edgar H. *Organizational Culture and leadership*. San Francisco: Jossey-Bass, 2010, pp. 1-33, 235-258.
- Harford, Tim. *Adapt: Why Success Always Starts with Failure*. New York: Farrar, Straus, and Giroux, 2011, pages 27, 40-86, 267-284.
- Sebastian Junger, (2016). *TRIBE: On Homecoming and Belonging*; Pages ix-136.
- Mark A. Wells, (1995). *Courage and Air Warfare*, Ch 2 & Ch 6.
- John Adair, *Strategic Leadership* (2010).
- Clayton M. Christenson, *The Innovator's Dilemma* (2011), Ch 1, 8, & 11.

Please refer any questions to the leadership course director or deputy course.

LEADERSHIP COURSE SCHEDULE

DAY 0 – COURSE INTRODUCTION

DATE: 4 August 2017

LESSON OBJECTIVES

1. Explain the course objectives, course questions, and course narrative.
2. Review the course syllabus, methods of evaluation, and expectations for seminar.

LESSON OVERVIEW

LD-500 (L) Leadership Course Overview (Prof Bill DeMarco/Dr. Fil Arenas)

Overview: This framing lecture will introduce the course flow. This introduction serves as the foundation to link the course with the academic year. Based on the meta-leadership model developed at Harvard, the leadership course provides individuals with tools that are conceptually rigorous so that they are prepared for unknown leadership situations. Meta-leaders adopt a holistic view, they intentionally link and leverage the efforts of the whole organization to create a valuable connectivity that achieves unity of purpose. The leadership course is driven by the three dimensions of meta-leadership: the person (self-awareness, self-knowledge, and self-regulation); the situation: (stakeholders, predictions, critical choices and options); and connectivity: (operationalizing, communicating, recruiting, and supporting the mission). This connectivity navigates in four directions: down the formal chain to followers, up to leaders, across to peers and other partners, and beyond to outside entities in order to create new partnerships and collaboration. Prof DeMarco is the Dept Chair of Leadership Studies at ACSC and former Commandant of ACSC. Dr. Arenas is the Course Director for Leadership Studies at ACSC.

CONTACT HOURS: 1.0-hour lecture

LD-501 (S) Introductions & Expectations (LD Instructors)

Overview: In this seminar, all LD Course instructors will introduce themselves to their seminars, provide an overview of the syllabus, clarify oral and written assignments, discuss classroom policies, share any administrative information, and prepare for the upcoming seminars. This is the time to alleviate any student issues in relation to the course requirements.

CONTACT HOURS: 50-minute seminar

OTHER ASSESSMENTS

LD-700 (A): Myers & Briggs Assessment

Overview: Each student will complete the Myers-Briggs assessment tool online prior to the overview lecture on Day 1 by Professor DeMarco and Ms. Nicole Pinkham from Auburn University at Montgomery (AUM). ****TAKE PRIOR TO DAY 2****

<http://www.humanmetrics.com/cgi-win/jtypes2.asp>

<http://www.16personalities.com/free-personality-test>

CONTACT HOURS: Take home assessment

LD-701 (A): EMOTIONAL SKILLS ASSESSMENT PROCESS

Overview: Each student will complete the Emotional Skills Assessment Process (ESAP)

survey resulting in a self-assessment of emotional intelligence. Leading with emotional intelligence requires a commitment to personal excellence and to learn and model key leadership ESAP skills of Social Awareness/Comfort, Empathy, Decision Making, and Positive Influence. ** TAKE PRIOR TO DAY 6**

<http://doesap.com/>

CONTACT HOURS: Take home assessment

LD-702 (A): VIA CHARACTER STRENGTHS SCALE

Overview: Each student will complete the VIA Character Strength survey to determine signature strengths. According to Peterson and Seligman (2004) these top signature strengths are your core character strengths of the 24 listed on the VIA scale. The VIA Survey of Character Strengths is a simple self-assessment that takes less than 15 minutes and provides a wealth of information to help you understand your best qualities.

****TAKE PRIOR TO DAY 10****

<http://www.viacharacter.org/www/Character-Strengths-Survey>

CONTACT HOURS: Take home assessment

LD-703 (A): THE INNOVATOR'S DNA

Overview: Although this assessment is business-centric, it will expand your understanding of how corporate organizations may embrace change and innovation increasing your organizational cultural awareness. The benefits of this approach lies in its academic foundations and its ability to offer practical ways to help individuals and organizations plan, implement, and sustain change and innovation. You will find this assessment useful whether you are focused on personal, team, or organizational change. This assessment guide helps you create a personal action plan for leading your team toward change and innovation.

****TAKE PRIOR TO DAY 13****

http://innovationyou.com/assessments/non_profit/individual

CONTACT HOURS: Take home assessment

PHASE I: LEADING PEOPLE

DAY 1 – LEADING PEOPLE

DATE: 07 August 2017

LESSON OBJECTIVES

1. Develop and expand personal critical thinking rationale.
2. Critically examine leadership trends for personal applicability.

LESSON OVERVIEW

LD-502 (L): Critical Thinking (Col Denise Cooper)

Overview: In today's explosion of information and technological gadgetry, the role of critical thinking is more important to leaders than ever before. The amount of decisions that leaders make each day is nearly unmanageable in most industries. In the military, our situations change so dramatically and with such speed that critical decision-making skills are key to survival. Leaders should embrace *critical thinking* as a key skill to assess and analyze future issues from different lenses of study to help reframe new and existing problems, expanding the aperture of ideas and potential solutions.

CONTACT HOURS: 1.0-hour lecture

LD-503 (S): Leadership BS Discussion

Overview: Can someone learn to be an effective leader? According to Pfeffer, yes they can, but only if one is committed to making *actual* change rather than speaking change through inspirational case studies and "feel good" language. Leaders are generally good at performing independently (tactical), but fail when they rise to a level that requires them to shift from personal to interdependent roles (operational/strategic). While some leadership attributes are innate, to truly succeed as a leader, you must take an introspective look at what it takes to lead at all levels and regularly revisit these issues in order to avoid the pitfalls of leadership failure. As Pfeffer posited, leadership failure lies in, "the people who follow leadership prescriptions and then lose their jobs from their inability to understand, let alone master, organizational dynamics, workplaces that never change, and the ever-growing list of leadership failures. We need to confront the truths, even if, or maybe particularly if such truths are unpleasant--evidence and data from social science and the daily news--if we are to turn unfulfilled hopes into reality (Pfeffer, September 2015)."

CONTACT HOURS: 2.0-hour lecture

REQUIRED READINGS

1. Jeffery Pfeffer, (2015). *Leadership BS: Fixing Workplaces and Careers One Truth at a Time* pages 1-32, 85-104, 171-192, and 193-220.

DAY 2 – LEADING PEOPLE

DATE: 10 August 2017

LESSON OBJECTIVES

1. Comprehend the Myers-Briggs Type Indicator personality inventory.

2. Analyze differences between the 16 personality types as they relate to leadership development.

LESSON OVERVIEW

LD-504 (L) Myers-Briggs Type Indicator (Prof Bill DeMarco & Nicole Pinkham)

Overview: Prof Demarco is MBTI-certified and is a Senior Associate presenter for the 16 personality types. Nicole Pinkham is a senior MBTI trainer at Auburn University Montgomery campus and works with government and business leadership throughout the state of Alabama. Both presenters will discuss MBTI meaning and application to leadership development.

CONTACT HOURS: 1.0-hour lecture

LD-505 (S) MBTI Discussion

Overview: How do we lead people? Each of us leads with our own set of values, experiences, and habits. The phrase *Myers Briggs* is most often used to describe a personality theory developed by Isabel Briggs Myers and her mother Katherine Briggs. It explains some of the main differences between people and is often used to help choose a career, improve relationships, develop leadership skills, and so forth. There is much more to the Myers Briggs theory, though at its core we are all focused on four simple preference decisions: extroversion vs. introversion; intuition vs. sensing; thinking vs. feeling; and judgment vs. perception. This seminar will describe these preferences and help you apply them to your everyday actions. Additionally, students will accomplish the MBTI assessment prior to attending the MBTI seminar lesson to enable introspection and self-awareness in order to develop oneself.

CONTACT HOURS: 2.0-hour lecture

REQUIRED READINGS

1. David T. Buckwalter, "The Myers-Briggs Type Indicator: A Primer," Naval War College Faculty Paper, April 2007.

DELIVERABLE

LD-700 (A): MYERS & BRIGGS ASSESSMENT

****Bring completed/printed MBTI assessment to seminar from online sites below****

<http://www.humanmetrics.com/cgi-win/jtypes2.asp>

<http://www.16personalities.com/free-personality-test>

WRITTEN ASSIGNMENT

LD-600 (E): LEADERSHIP STUDY ESSAY DISTRIBUTED (30% GRADED)

Overview: Students are required to analyze a letter written to Gen Spaatz from Gen Arnold in Dec 1945 through the lens of leadership. Students should compare and contrast Gen Arnold's leadership style and behaviors to their own personal leadership preferences. Additionally describe how any of Gen Arnold's values or characteristics may influence their own leadership philosophies today. Utilize LD-600 (E) Lesson Plan to guide your leadership study paper requirements. Students can collaborate in accordance with ACSC policy and instructions. The leadership study will be 2-3 pages, 1 inch margin, Times New Romans 12.

DAY 3 – LEADING PEOPLE

DATE: 17 August 2017

LESSON OBJECTIVES

1. Comprehend organizational issues found in standard hierarchical organizations while considering differences found in streamlined team structures.

2. Discuss effective practices utilized today to help military organizations become more flexible, resilient, and adaptive.
3. Describe mission command according to the Army's definition. How do we apply this to the Air Force mission?

LESSON OVERVIEW

LD-506 (L) Tenets of Leadership (Gen Darren W. McDew, CC/USTRANSCOM)

Overview: As the commander, U.S. Transportation Command, Scott Air Force Base, Illinois. USTRANSCOM Gen McDew is the single manager for global air, land and sea transportation for the Department of Defense. His experiences with mission command, process-oriented operations, and mission control throughout his career and as they relate to his present command are vital concepts for future commanders. Additionally, his insights in leadership at the personal level are invaluable to all developing leaders.

CONTACT HOURS: 1.5-hour lecture

LD-507 (S): The Dynamics of Mission Command

Overview: Although mission command has been defined as: the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent ... (ADP 6-0, 2012) – leaders must cultivate trust within their organizations. A review in the *Washington Post* stated Gen McChrystal's *Team of Teams* was a must read for anyone aspiring to lead in the 21st century. This book discusses how leaders break down an organization and reconstruct it in such a manner to meet mission success. In your future leadership endeavors, you may have to make hard choices between the organization and individuals to ensure mission command success.

CONTACT HOURS: 1.5-hour lecture

REQUIRED READINGS

1. Stanley McChrystal, (2015). *Team of Teams: New Rules of Engagement for a Complex World*, 2015, Parts 1 & 2, 1-134
2. Maj Jonathan Sawtelle, *Resilient, Effective, Adaptive Leadership*, pages 6-12
3. Case Study - Ted Talk - General McChrystal, *Listen, Learn...Then Lead*, https://www.ted.com/talks/stanley_mcchrystal# (15 min)
4. ADP 6-0 Mission Command, Headquarters Department of the Army, May 2012, http://www.apd.army.mil/epubs/DR_pubs/DR_a/pdf/web/adp6_0.pdf, 1-6

SUGGESTED READINGS

1. ADP 6-0 Mission Command, Headquarters Department of the Army, May 2012, http://www.apd.army.mil/epubs/DR_pubs/DR_a/pdf/web/adp6_0.pdf
2. James W. Harvard, Lt Col, USAF, Retired. "Airmen and Mission Command" *Air and Space Power Journal*, Mar-Apr 1997

DAY 4 – LEADING PEOPLE

DATE: 21 August 2017

LESSON OBJECTIVES

1. Analyze why leaders need to be more aware of how they think and how others process information.

2. Comprehend the necessity of controlling your mind's tendencies in difficult or stressful situations.
3. Comprehend how to identify errors in judgment and choice (in oneself and others).

LESSON OVERVIEW

LD-508 (L): Command and Consequences (Todd Westhauser, Col, USAF, Ret)

Overview: On August 29, 2007, six cruise missiles, each loaded with nuclear warheads, were mistakenly loaded onto a USAF B-52H at Minot AFB, North Dakota and transported to Barksdale, AFB, Louisiana. The missiles' nuclear warheads were supposedly removed prior to their movement from storage. The warheads were not reported missing, and remained mounted to the aircraft at both Minot and Barksdale for 36 hours. During this period, the warheads sat on both ramps-- not protected by mandatory security procedures for nuclear weapons. Col Todd Westhauser the former Commander of the 2nd Operations Group at Barksdale will lecture on the consequences of command

CONTACT HOURS: 1.5-hour lecture

LD-509 (S): How Humans Think

Overview: Overlaying Daniel Kahneman's book *Thinking Fast and Slow*, we explore relevant concepts of System 1 and System 2 decision-making considerations for developing leaders. Kahneman is a Nobel Prize-winning economist and cognitive psychology expert. In a military setting, it is critical to understand how we think. Many assume that we make rational decisions, but in reality, we do not. We recall an event and make a number of assumptions about how something might turn out. As a leader, understanding how we and others think will aid in our ability to influence, lead, and adjust to meet a challenging environment. We will also explore Clausewitz's thoughts on what constitutes the thinking of a military genius. Clausewitz notes—"genius refers to a very highly developed mental aptitude for a particular occupation." He covers concepts of courage, strength of mind and body, intellect, *Coup d'oeil*, determination, presence of mind, psychological strength, and energy—naming only a few. Are his concepts as relevant today as they were when written in the early 19th Century? We will overlay these concepts on Col Westhauser's experiences and decide.

CONTACT HOURS: 1.5-hour lecture

WRITTEN ASSIGNMENT

LD-600 (E): LEADERSHIP STUDY ESSAY IS DUE (30% GRADED)

REQUIRED READINGS

1. Daniel Kahneman, (2013). *Thinking Fast and Slow*, pages 3-105; 278-288
2. Carl von Clausewitz, *On War*, 100-112

DAY 5 – LEADING PEOPLE

DATE: 24 August 2017

LESSON OBJECTIVES

1. Analyze why leaders need to be more aware of how they think and how others process information.

2. Comprehend the necessity of controlling your mind's tendencies in difficult or stressful situations.
3. Comprehend how to identify errors in judgment and choice (in oneself and others).

LESSON OVERVIEW

LD-510 (L): Cognitive Bias (Dr. Stefan Eisen, Col, USAF, Ret)

Overview: Collaborating and working with others are critical skills for all leaders. A leader's decision-making and negotiations skills directly impacts organizations they lead and understanding our personal biases and blind spots is key. Dr. Stefan Eisen Jr., Professor of Research for the AF Negotiation Center, will speak to potential obstacles impeding this process along with techniques to navigate this surprisingly difficult terrain. This process is both an art and a science that must be nurtured and strengthen through practice and self-assessment. The outcome is a toolkit that can make us more effective leaders.

CONTACT HOURS: 1.0-hour lecture

LD-511 (S): Cognitive Bias: Challenges and Skills

Overview: This lesson builds directly on LD-503: How Humans Think. LD-505 is a practical application of how to compensate for the cognitive issues brought about by Systems 1 and Systems 2 thinking. During this seminar, students will have an opportunity to assess their perspectives on bias and bias management. Taking cues from the readings, students will have the opportunity to see how critical thinking, as a subskill, can contribute significantly to overcoming cognitive bias that often impedes effective problem-solving.

CONTACT HOURS: 2.0-hour lecture

REQUIRED READINGS

1. Gerras, Stephen J. and Leonard Wong. *"Changing Minds in the Army: Why It Is So Difficult And What To Do About It"*. Pages 1-29
2. Janser, Michael J., LTC, USA. *"Cognitive Biases in Military Decision-Making"*. Pages 1-10
3. Dahl, Arden B., Maj, USAF. *"Command Dysfunction"*. Pages 9-16
4. Facione, Peter A. *Critical Thinking: "What It Is and Why It Counts"*. Pages 1-22 and p 27

DAY 6 – LEADING PEOPLE

DATE: 28 August 2017

LESSON OBJECTIVES

1. Analyze why leaders need to be more aware of how they think and how others process information.

2. Comprehend the necessity of controlling your mind's tendencies in difficult or stressful situations.
3. Comprehend how to identify errors in judgment and choice (in oneself and others).

LESSON OVERVIEW

LD-5 12 (L): Emotional Intelligence (Dr. Mary Bartlett)

Overview: This lecture will explore concepts related to emotions and the emotional development of leaders and followers in the military environment. The concepts presume that leadership includes an emotional component and we seek to improve the awareness of emotions in these situations. A variety of modes related to emotional intelligence and leadership, and the necessity to weave them into daily work and living will be presented. A discussion of how an improvement in awareness of emotional intelligence benefits both military and personal life growth will be offered. The Emotional Skills Assessment Process (ESAP) will be required for this lesson and an overview will emphasize the importance of using such an introspective tool for leadership development

CONTACT HOURS: 1.0-hour lecture

LD- 513 (S): Emotional Intelligence

Overview: This seminar explores the emerging field of emotional intelligence, why it matters, how individuals can improve their emotional intelligence, and what impact it has on Air Force leaders. Developing competencies of emotional intelligence in Air Force Officers is becoming more crucial as the modern-day Air Force places a stronger emphasis on knowing oneself and others to reduce toxic leadership, think constructively, and behave wisely. Additionally, students will accomplish the Emotional Skills Assessment Process (ESAP) prior to attending the EI lessons to enable them to understand these critical skills for both self-awareness and follower development.

CONTACT HOURS: 2.0-hour lecture

VERBAL ASSIGNMENT

LD-601 (E): LEADERSHIP PHILOSOPHY PRESENTATION DISTRIBUTED (30% GRADED)

Overview: Students will present a 10-minute talk on their personal leadership philosophies, these presentations should build on their leadership study paper concepts accomplished on Day 4. Provide a written outline (no more than one page) of the philosophy for the instructor's reference. Instructors will evaluate students on the quality and quantity of their classroom presentation.

DELIVERABLE

LD-701 (A): Emotional Skills Assessment Process

**** Bring completed/printed Emotional Intelligence Assessment (ESAP) to seminar****

CONTACT HOURS: Take home assessment

REQUIRED READINGS

1. Dr. Daniel Goleman "Social Intelligence" Google Talk – can be accessed: https://www.youtube.com/watch?v=-hoo_dIOP8k (55 min).
2. LTC (ret) Joe Doty and MSG Jeff Fenlason "Narcissism and Toxic Leaders"

3. Lt Col Latour and Lt Gen (ret) Hosmer, *“Emotional Intelligence Implications for All USAF Leaders”* ASPJ, Winter, 2002
4. Darwin Nelson, Gary Low, and Robert Vela, 2003, *“ESAP Interpretation and Intervention Guide”*.

DAY 7 – LEADING PEOPLE

DATE: 31 August 2017

LESSON OBJECTIVES

1. Comprehend the key distinctions the just war tradition makes, such as the difference between combatants, prisoners of war, and noncombatants, just and unjust violence, and killing and murder
2. Analyze the tension and relation between the tradition's key concepts and modern warfare
3. Comprehend the tradition's role in applying a moral framework to problems of warfare and national defense, and its value to the moral and character development of today's military leaders

LESSON OVERVIEW

LD-514 (L): Moral Courage: Why it is Hard and Why it is Important (Dr. Deonna Neal)

Overview: Dr. Neal will explore the nature of moral courage, as distinct from other forms of courage, and explain why moral courage is particularly difficult and perhaps more important and more rare than physical courage. She will also provide some suggestions on how we can be better prepared to exercise moral courage when opportunities arise.

CONTACT HOURS: .45-hour lecture

LD-515 (L): Going to War: Jus Ad Bellum (Dr. Dan Connelly)

Overview: "Just War Theory" deals not only with issues concerning the decision to use armed force among international actors (*Jus ad Bellum*), but it also addresses moral and ethical issues surrounding conduct in conflict by militaries and individual soldiers (*Jus in Bello*). In times of war, soldiers must ensure their conduct does not delegitimize the position of their governments when peace returns. As leaders within the military environment, it is imperative that we understand philosophical underpinnings of war theory as it relates to our moral and ethical viewpoints, which directly influence our character strengths and leadership behaviors.

CONTACT HOURS: .45-hour lecture

LD-516 (S): Just War Tradition

Overview: Why should military leaders justify war? Just War Theory is the basis on which nations seek to legally and morally justify going to war. Not all nations concern themselves with such justifications (e.g. Nazi Germany.) The United States does explicitly recognize Just War Theory as criteria for engaging in war. Thus, the criteria of Just War Theory are a primary basis for discussion and debate about US war actions. Why are these concepts important to leaders today? What are consequences of ignoring these arguments? In liberal democratic societies, the use of armed force cannot be without limits. The limitations concerning circumstances in which societies can legitimately use armed force are influenced by moral and ethical principles, which are reflected in international law, custom, and norms. Known in the West as "Just War Theory," these principles undergird ideas regarding the acceptable use of armed force in the international arena. This seminar is designed to discuss relevant concepts from the assigned readings

CONTACT HOURS: 1.5-hour lecture

REQUIRED READINGS

1. Martin L. Cook, "Ethical Issues in War," in US Army War College Guide to National Security Policy and Strategy (2nd Ed.), 2006, 19-29
2. Anscombe, G.E.M. "War and Murder", in Stein, W. (ed.), Nuclear Weapons: A Catholic Response, London: Burns & Oates, 1961, pp. 43-62
3. Michael Walzer, *Just and Unjust Wars*, Ch 14, 225-232; Ch 19, 304-327
4. M. Shane Riza (2014) "Two-Dimensional Warfare: Combatants, Warriors, and Our

- Post-Predator Collective Experience, Journal of Military Ethics*", 13:3, 257-273
5. Joseph O. Chapa & David J. Blair (2016). "*The Just Warrior Ethos: A Response to Colonel Riza*", *Journal of Military Ethics*, 15:3, 170-186

DAY 8 – LEADING PEOPLE

DATE: 07 September 2017

LESSON OVERVIEW

LD-601 (E): Leadership Philosophy Presentations

Overview: In an effort to begin refining personal leadership philosophies, students will build on their previous leadership study papers and present (10-minutes) their personal leadership philosophies to the seminar for discussion. Provide a written outline (no more than one page) of the philosophy for the instructor's reference.

CONTACT HOURS: 3.0-hour lecture

VERBAL ASSIGNMENT

LD-601 (E): LEADERSHIP PHILOSOPHY PRESENTATION IS DUE (30% GRADED)

PHASE II: LEADING ORGANIZATIONS

DAY 9 – LEADING ORGANIZATIONS

DATE: 11 September 2017

LESSON OBJECTIVES

1. Analyze why leaders need to be more aware of how they think and how others process information.
2. Comprehend the necessity of controlling your mind's tendencies in difficult or stressful situations.
3. Comprehend how to identify errors in judgment and choice (in oneself and others).

LESSON OVERVIEW

LD-517 (L): Leadership Philosophy (Brig Gen Robert G. Armfield)

Overview: Brig. Gen. Robert G. Armfield is the Vice Director, Strategy, Plans and Policy on the staff of U.S. Central Command at MacDill Air Force Base, Florida. In this capacity, Gen. Armfield assists the Director in conducting a wide range of military-to-military engagements; directing the efforts of regional Embassy Security Cooperation Offices; developing sensitive operational plans; and crafting policy and strategy to support the commander's priorities throughout the U.S. Central Command area of responsibility. He will give his thoughts on today's leaders and what future challenges leaders will face and what he feels makes a good leader.

CONTACT HOURS: 1.5-hour lecture

LD-518 (S): Leading Teams

Overview: Building on *Team of Teams*, Parts 1 & 2, how did General McChrystal describe *trust, common purpose, and shared consciousness* within organizations? Why was *adaptability* critical to McChrystal's reversed flow of information? What was meant by a "flat" organization? How did this structure affect communications? A review of *Team of Teams*, Parts 3 & 4 will address these points and other relevant issues important to any leadership discussions

CONTACT HOURS: 1.5-hour lecture

REQUIRED READINGS

1. Stanley McChrystal, (2015). *Team of Teams: New Rules of Engagement for a Complex World*, 2015, Parts 3 & 4, 135-235

DAY 10 – LEADING ORGANIZATIONS

DATE: 14 September 2017

LESSON OBJECTIVES

1. Apply full range leadership behaviors while considering relevant character strengths as these principles apply to developing highly effective teams within organizations.
2. Analyze organizational communication flow to enhance team effectiveness.

LESSON OVERVIEW**LD-519 (L): Transformational Behaviors and Character Strengths (Dr. John Sosik)**

Overview: Dr. John J. Sosik is professor of management and organization at The

Pennsylvania State University, Great Valley School of Graduate Professional Studies in Malvern, PA, where he has received awards for excellence in research, faculty innovation, and teaching. He is an internationally-recognized expert on leadership, teams, and mentoring. How do you become an authentic transformational leader? Becoming a leader that doesn't just talk-the-talk, but leads as an exemplar for followers to emulate, is the goal of developing leaders today. This lecture begins with an overview of the Full Range Leadership Model (FRLM) and describes the components of FRLM as they relate to followers and then adds how associated character strengths are weaved into the transformational behaviors using character strengths as supporting human skills.

CONTACT HOURS: 1.5-hour lecture

LD-520 (S): Unpacking Leadership Behaviors

Overview: Discern differences between full range leadership behaviors as you use this foundation to make transformational links to virtues and character strengths. Understanding a leadership model provides framework, but does not necessarily produce an effective leader! By understanding personal character strengths, one can reflect on strengths and weaknesses for improved leadership development. Additionally, we will examine Sun Tzu's seminal work in *The Art of War*. Sun Tzu states a "commander stands for the virtues of wisdom, sincerity, benevolence, courage, and strictness." How do your character traits and strengths match the ancient's concepts on leadership? Are these traits relevant today? We will discuss **Sun Tzu's thoughts, define the traits via On War and Dr. Sosik's lecture.** Additionally, students will accomplish the VIA character strengths survey prior to attending the Unpacking Leadership Behavior lesson to enable them to help identify individual character strengths and discuss during the seminar.

CONTACT HOURS: 1.5-hour lecture

DELIVERABLE

LD-702 (A): VIA Character Strengths Scale

**** Bring completed/printed VIA Character Report ****

CONTACT HOURS: Take home assessment

REQUIRED READINGS

1. Dr. Fil J. Arenas, Dr. Daniel Connelly, & Maj Michael D. Williams, (2017). *Developing Your Range of Leadership: Leveraging a Transformational Approach*
2. Ryan M. Niemiec, (2013). "VIA Character Strengths: Research and Practice (The First 10 Years)." In H. H. Knoop & A. Delle Fave (Eds.), *Well-being and Cultures: Perspectives on Positive Psychology* 11-30
3. Ryan M. Niemiec, (2010, May 12). "The True Meaning of Character. [Review of the motion picture *Invictus*]. *PsycCRITIQUES – Contemporary Psychology: APA Review of Books*, 55 (19), Article 9, 1-5
4. L. Sansom, R. Bretherton, R.M. Niemiec, (2016). "Doing the right thing: character, moral goodness and Star Wars," *PsycCRITIQUES*, 61(25), Article 10, 1-5
5. VIA Character Strength Survey (www.viacharacter.org)
6. Sun Tzu, *The Art of War*, Assigned Excerpts

SUGGESTED READINGS

1. John J. Sosik, (2015) *Leading With Character*

2. John J. Sosik & Don I. Jung, (2010) *Full Range Leadership Development*

DAY 11 – LEADING ORGANIZATIONS

DATE: 18 September 2017

LESSON OBJECTIVES

1. Comprehend leadership culture as a function of organizational development.
2. Analyze how leaders shape culture and are affected by cultural influences.
3. Comprehend how the ability to learn from as well as to tolerate and manage failure impacts organizational effectiveness.

LESSON OVERVIEW

LD-521 (L): How Organizations Behave (Tom Fuller & Greg Kunkel)

Overview: This lecture provides an overview of a corporate culture utilizing non-traditional methods of employee leadership; a different lens for developing leaders. Next Jump is an e-commerce company. The company handles loyalty programs for Dell, AARP, Intel, and Hilton Hotel. Headquartered in New York City, the company has over 28,000 merchant partners, both retailers and manufacturers. Tom Fuller is currently Next Jump's CIO and Chief of Engineering. He is responsible for all engineering and product development efforts. Tom leads the overarching customer relationship management group and is responsible for Next Jump's transactional revenue engine. He sets the vision for all product and engineering efforts within the organization. Greg Kunkel joined Next Jump in May 1998 as a co-founder of the organization. He has held a variety of roles during his tenure and is responsible for developing relationships with human resources departments and leads product development for HR services. These two founding members of Next Jump will describe a unique facet in organizational culture today – deliberately developed organizations (DDOs). As leaders, we must have an understanding of organizational cultures and how they affect our missions. The military culture is unique to each of the sister services as well as our international service cultures, as well as our DOD civilian cultures.

CONTACT HOURS: 1.5-hour lecture

LD-522 (S) Organizational Culture and Behaviors

Overview: The military services have leadership cultures that are shaped by organizational histories and combat experiences. Those cultures are also affected by what the services perceive as appropriate responses to current and anticipated environments often shaped by corporate practices. Understanding the development and complexity of organizational culture is important in exercising leadership across the services.

CONTACT HOURS: 1.5-hour lecture

REQUIRED READINGS

1. Schein, Edgar H. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass, 2010, pp. 1-33, 235-258. Review as necessary to support Cheeseborough reading.
2. Cheeseborough, COL Randall. "*Transforming Organizational Culture: Reinvigorating the Warrior Spirit*". Strategy Research Project, USAWC, 2009
3. Harford, Tim. *Adapt: Why Success Always Starts with Failure*. New York: Farrar, Straus, and Giroux, 2011, pages 27, 40-86, 267-284

DAY 12 – LEADING ORGANIZATIONS

DATE: 21 September 2017

LESSON OBJECTIVES

1. Synthesize Junger's lessons on resilience and determine how leaders can use them for personal growth and follower development.
2. Comprehend Junger's tribe mentality and discuss how it can be implemented within the military culture.

LESSON OVERVIEW

LD-523 (L): Resilience (Dr. Fred Stone)

Overview: Fred Stone joined the University of Southern California in 2012. He is a retired

colonel who served more than 27 years in the United States Air Force. He has published and lectured extensively on a wide variety of subjects, including air drop techniques, patient safety, healthcare communication, leadership, stress management, and health service support lessons learned from Operation Iraqi Freedom. This lecture will define resilience and describe why it is critical to successful leadership in today's high tempo, high stress environments. The development and maintenance of resilience in the self will be discussed as a starting point for the improvement in resilience of the followers. Strategies for addressing various issues related to resilience will be provided, and suggestions for adapting mechanisms for resilience into mission-related and personal life will be discussed.

CONTACT HOURS: 1.0-hour lecture

LD-524 (S): Resilient Warrior

Overview: Sebastian Junger is a journalist, author, and filmmaker. In his latest book, he looks at how past societies treated a returning warrior as compared to how a warrior is treated upon return in today's culture. This seminar will explore how connection and belonging can impact the psychological well-being of a warrior who is experiencing challenges, which might otherwise derail him or her. Examining resilience from this framework will help leaders consider how to integrate these concepts into their own daily life practice, and work to develop a sense of connection and belonging in those they lead. In the Well's chapter, resilience issues are described during an Allied strategic bombing offensive during WWII.

CONTACT HOURS: 2.0-hour lecture

WRITTEN ASSIGNMENT

LD-602 (E): LEADERSHIP PHILOSOPHY PAPER DISTRIBUTED (40% GRADED)

Overview: Each student is required to write a personal philosophy of leadership. Operational leaders are routinely faced with informal and formal leadership situations that require sound judgment. In many cases, leaders may not have clear guidance on precisely what to do or what to say. In these situations, leaders rely on personal leadership philosophies to provide initial guidance of how to think about and react to a situation that is ambiguous or unexpected. Based on strengths and weaknesses while referencing course materials and building on the leadership study papers and philosophy presentations, students will develop their own personal leadership philosophies. The Leadership Philosophy Paper will be 4-6 pages, 1 inch margin, Times New Romans 12.

REQUIRED READINGS

1. Sebastian Junger, (2016). *TRIBE: On Homecoming and Belonging*; Pages ix-136
2. Mark A. Wells, (1995). *Courage and Air Warfare*, Ch 2 & Ch 6

DAY 13 – LEADING ORGANIZATIONS

DATE: 28 September 2017

LESSON OBJECTIVES

1. Comprehend why organizations sometimes fail in relation to innovation.
2. Comprehend how military organizations can incorporate business concepts of innovation.

LESSON OVERVIEW

LD-525 (L): Leading Innovation (Dr. Jeff DeGraff)

Overview: Dr. DeGraff is a Professor of Business Administration with the University of Michigan's Ross School of Business. He writes columns for Fortune, Psychology Today

and the Huffington Post. He founded an innovation institute and through its labs in Ann Arbor and Atlanta, he has helped develop tools and innovation methodologies for many well-known worldwide corporations. He has vast experience leading innovators.

CONTACT HOURS: 1.5-hour lecture

LD-526 (S): Leading Innovation

Overview: Air Force leaders are continually confronted with technological dilemmas. How they adjust to technological change, as well as how they promote/sustain innovation within their organization can be critical to mission success. With regard to innovation, organizational leaders can do everything right but can still fail. The military is just like any organization, it too can miss an opportunity to advance...but instead of going bankrupt, the military can lose lives, battles, and wars. Often leaders regard innovation through a lens of establishing a vision and then striving toward that vision. However, they fail to create an environment that can sustain and promote collective innovative thought. These conventional notions center around Col Boyd's innovations in training (The Fighter Weapons School and The Aerial Attack Study), weapons system development (the F-16), and his contributions to joint warfighting (USMC Maneuver Warfare). The Cowan reading will introduce these concepts in a thesis written by an Air Force officer while attending in-residence IDE at the Marine Corps Command and Staff College. Additionally, students will accomplish the Innovator's DNA survey allowing students to reflect on their strengths and weaknesses associated with leading innovation.

CONTACT HOURS: 1.5-hour lecture

DELIVERABLE

LD-703 (A): THE INNOVATOR'S DNA

****Bring completed/printed Innovator's DNA Report****

CONTACT HOURS: Take home assessment

REQUIRED READINGS

1. Ted Talk: Linda Hill, *How to Manage for Collective Creativity* (17 Minutes)
2. Maj Jeffrey L. Cowan, "From Air Force Fighter Pilot to Marine Corps Warfighting: Colonel John Boyd, His Theories on War, and their Unexpected Legacy", 1-32
3. Clayton M. Christenson, *The Innovator's Dilemma* (2011), Ch 1, 8, & 11

PHASE III: LEADING THE FUTURE

DAY 14 – LEADING THE FUTURE

DATE: 02 October 2017

LESSON OBJECTIVES

1. Comprehend strategic leadership.
2. Analyze how strategic leaders turn vision into action.
3. Connect strategic leadership principles to Col Warden's experiences.

LESSON OVERVIEW

LD-527 (L): Strategy and Leadership (Dr. Erich Randall)

Overview: Dr. Randall recently retired from a 30 year U.S. Army career as a Colonel to dedicate his time toward helping others improve their leadership, strategy, and

communication abilities. As an avid lover of golf and boating and an enormously experienced leader, strategist, and planner, Dr. Randall has developed a focus to combine his expertise and passion. His recent book entitled *Tame the Chaos: Solving Complex Problems to Achieve Strategic Objectives* highlights issues and solutions for leaders in the strategic organizational environment.

CONTACT HOURS: 1.5-hour lecture

LD-528 (S): Leading Strategically

Overview: Utilizing lessons learned from Dr. Randall's lecture on strategic leadership, leverage seminar experiences of similar issues within our common organizational environments for leaders. Also, apply Adair's views on leading strategically while contrasting and comparing these with Randall's position. Lastly, apply relevant strategic concepts from airpower theorist John Warden with today's strategic leadership principles.

CONTACT HOURS: 1.5-hour lecture

REQUIRED READINGS

1. John Adair, *Strategic Leadership* (2010)
2. Gathering of Eagles Foundation, *The Spirit of the Storm* (2017), 111-135

SUGGESTED READINGS

1. Erich Randall, *Tame the Chaos: Solving Complex Problems to Achieve Strategic Objectives*, (2016)

DAY 15 – LEADING THE FUTURE

DATE: 04 October 2017

LESSON OBJECTIVES

1. Comprehend the complexities of leading in a volatile, uncertain, complex, and ambiguous (VUCA) environment.
2. Apply the meta-leadership model components to an organization's people, culture, and future challenges.

LESSON OVERVIEW

LD-529 (L): Crisis Leadership (Mayor Walter Maddox)

Overview: On 27 Apr 2011 an EF-4 tornado destroyed 12 percent of the city and destroyed

or damaged thousands of homes and businesses. Additionally, the contingency plans that had been put in place prior to the tornado were in a shambles because the tornado destroyed most of the city's emergency management equipment. Mayor Maddox's inspiring story of leadership will help you prepare for the challenges of command and leading others under duress.

CONTACT HOURS: 1.5-hour lecture

LD- 530 (S): Leading in a Crisis

Overview: Leading in a crisis requires a multitude of leadership skills requiring leaders to work across multiple organizations through trust, communication, and collaboration. In a crisis event, rank and positional power are not factors in the effectiveness of leading. Instead leading in a crisis is about leveraging skills sets across multiple organizations, cooperation across organizational lines of authority, and achieving a common goal across all those impacted by the crisis. Using meta-leadership as a framework of leading people, organization, and connectivity, leaders can effectively lead in a crisis.

CONTACT HOURS: 1.5-hour lecture

WRITTEN ASSIGNMENT

LD-602 (E): LEADERSHIP PHILOSOPHY PAPER IS DUE (40% GRADED)

REQUIRED READINGS

1. Leonard J. Marcus, Eric McNulty, Barry C. Dorn, & Eric Goralnick, "Crisis Meta-Leadership Lessons from the Boston Marathon Bombings Response: The Ingenuity of Swarm Intelligence." Boston, MA: National Preparedness Leadership Initiative. March 18 (2014), 1-44.

SUGGESTED READINGS

1. Leonard J. Marcus & Eric J. McNulty, National Preparedness Leadership Initiative case study "Preliminary Leadership Lessons from the Response to the 2010 Deepwater Horizon Oil Spill" (2010), 1-13.
2. Leonard J. Marcus & Eric J. McNulty, National Preparedness Leadership Initiative case study "Meta-Leadership Lessons from the 2010 Massachusetts Water Emergency" (2010), 1-8.
3. Leonard J. Marcus & Eric J. McNulty, National Preparedness Leadership Initiative case study "Meta-Leadership Lessons from the 2009 H1N1 Pandemic" (2010), 1-8.
4. Leonard J. Marcus & Eric J. McNulty, National Preparedness Leadership Initiative case study "Meta-Leadership Lessons from the 2008 Republican National Convention" (2010), 1-6.
5. Leonard J. Marcus & Eric J. McNulty, National Preparedness Leadership Initiative case study "Meta-Leadership Lessons from the 2008 Iowa Floods" (2010), 1-5.

ADDITIONAL COURSE DAY ACTIVITIES

DATE: 3 & 4 January 2018

LESSON OVERVIEW

LD-800 (L): Leadership Seminars (LED-x)

Overview: Students will have the privilege of attending multiple lectures from a variety of renowned leaders in the fields of: innovation, resilience, motivation, and leadership. Breakout sessions will be scheduled to work with these leaders in a workshop setting following the lecture series.

CONTACT HOURS: 6.0-hour lecture

NON-COURSE DAY ACTIVITIES

DATE: September, October, November 2017; January, February, March, April 2018

LESSON OVERVIEW

LD-801 (L): Senior Officer Mentorship

Overview: Students will attend six 1-hour mentorship sessions with an assigned senior officer from AWC throughout the academic year. These sessions will help the students develop their leadership skills through the guidance of an experienced senior officer.

CONTACT HOURS: 6.0-hour lecture

APPENDIX: COURSE FACULTY

Colonel J. William "Bill" DeMarco, USAF (ret), serves as the Director Air University Innovation and Leadership Institute, Chair and Dean of Education Leadership Department, and Professor of Leadership Studies Air Command and Staff College (ACSC) Maxwell AFB, Alabama. His Leadership and Command experiences include command at the squadron, group, and region level, as well as serving as ACSC's 44th Commandant. Bill is an adjunct professor with Auburn University in Leadership. He served as a National Security Affairs Fellow at Stanford University's Hoover Institution and is a fellow at The Judge Business School, Cambridge University, England, as well as a senior associate with GiANT Worldwide leadership consulting. He also contributes as a leadership consultant for the National WWII Museum's Corporate Leadership Academy in New Orleans, LA, and is the founder and CEO of the Mastermind Century Group, LLC. A command pilot having qualified in five different weapons systems (C-23A, C-12F, C-141B, KC-10A, and the KC-135R), he holds three masters degrees and is a graduate of the USAF's School of Advanced Air and Space Studies.

Dr. Mary L. Bartlett serves as Professor of Leadership and Ethics at Air University at Air Command Staff College (ACSC). She also serves as Professionalism Chair and Advisor to the Commander and President of Air University, and is the liaison to the Air Force Profession of Arms and Center of Excellence (PACE). Dr. Bartlett is a Nationally Certified Counselor, Licensed Professional Counselor, Certified Family Life Educator and has 18 years of teaching and clinical experience, with 23 peer-reviewed publications. She has served as a Mental Health consultant and trainer at the Department of Defense (DoD) level, and with various branches. She has trained a myriad of Senior Military Leaders and their staffs; additionally, and is a regular invite as a presenter/trainer at official events hosted by HAF and MAJCOM leaders. Dr. Bartlett's expertise encompasses a range of psychological factors affecting the human weapons system with presentation topics including suicide prevention, resilience, core values, unit morale, and building community capacity. With more than a decade of invitations her addresses includes the range from national-level keynotes, national-level workshops, national-level stage presentations, state-level briefings, and various media events.

Dr. Fil Arenas is an Associate Professor and Course Director of Leadership Studies at the Air University's Air Command and Staff College. He received his doctorate degree from The George Washington University in Higher Education Administration and is also an adjunct professor with the Air War College at Maxwell AFB, Alabama. His current areas of research focus on leadership development, emotional intelligence, integrated learning environments, and virtual immersive learning models. He was an aerospace ground equipment technician and optometry technician in the AF and retired as a Medical Service Corps Officer in the Navy. Dr. Arenas retired from the military after 28 years of faithful service (14 USAF & 14 USN) in 2005.

Mr. Scott Johnson USAF (ret), serves as an Assistant Professor of Leadership Studies at Air Command and Staff College. His leadership and command experiences include command at the squadron, NATO wing (group), MAJCOM division, and institute directorate levels. During his 30-year career in the Air Force, he was an Instructor Weapon Systems Officer/Senior Navigator in the RF-4C, supply squadron commander, deputy logistics group commander, NATO plans officer, air base squadron commander, NATO logistics wing commander (group commander equivalent), Director of Supply for Air Force Space Command, and Chair on the Leadership & Ethics Department, Air War College. As a civilian, Mr. Johnson assisted the Singapore Armed Forces with the integration of leadership competencies and doctrine into all of their professional military education institutions. In addition, while serving with the Air Force Research Institute for 9 years, he held various key leadership positions (Director of Staff, Chief of Engagement Division, Chief of Outreach, and Chief of Academic and Professional Journals). His professional military education includes Squadron Officer School, Marine Command and Staff College, Air Command and Staff College (Distinguished Graduate), and Air War College. He also holds master's degrees from Embry-Riddle Aeronautical University, the Air Force Institute of Technology, and Air War College, and a bachelor's degree from Auburn University.

Lt Col Shannon Smith is an instructor of Airpower and Leadership at Air University's Air Command and Staff College (ACSC). Lt Col Smith is a career Security Forces (SF) officer and

has commanded four SF Squadrons, cumulatively leading over 1500 SF Airmen. Additionally, he served in direct support of Operation IRAQI FREEDOM as Brigade Commander and Commandant, Iraq National Police Academy, An Numinayah Training Base, Iraq. He also served in support of Operation ENDURING FREEDOM as Defense Force Commander, Shahbaz AB, Pakistan. Lt Col Smith has extensive professional military education experience. Prior to his current assignment, he taught at the USAF's Squadron Officer School and the USAF International Officer School where he served as the Dean of Education. He further served as Air Force Faculty Advisor and Instructor at United States Marine Corps Command and Staff College, Quantico Marine Corps Base, VA. Lt Col Smith published works include co-authoring and editing AU-2, Guidelines for Command, the USAF's official guide for squadron commanders. He is a graduate of Troy University, the Air Command and Staff College, and is currently pursuing a Master of Arts in Pastoral Ministry from New Orleans Baptist Theological Seminary.

Lt Col Brandie Jeffries is an instructor in the Department of Leadership at Air University's Air Command and Staff College and deputy course director for the leadership course. Lt Col Jeffries is a core manpower and personnel officer with extensive background in strategic planning and programming. Lt Col Jeffries holds master's degrees from Chapman University in Human Resource Management and Air University in Military Operational Art and Design; a graduate certification from Chapman University in Organizational Leadership; and pursuing a PhD from Grand Canyon University in Industrial and Organizational Psychology. Lt Col Jeffries has served in various capacities over the last eighteen years including assignments within AMC, AFMC, AFSOC, JSOC, AETC, and AU.

Maj R. Blake Pierce is an instructor of Leadership at Air University's Air Command and Staff College (ACSC), has developed his own Mentoring Elective, and co-teaches one on Innovation. Maj Pierce is a recent graduate of ACSC In-Residence and an AFSOC Navigator. His previous assignments include Group Executive Officer for the 353d Special Operations Group and Assistant Director of Operations for the 17th Special Operations Squadron, Kadena Ab, Japan. While stationed at Kadena he served as Mission Commander on multiple training missions and JCS-directed exercises. He also served as Wing Chief of Flight Safety on AMC's busiest ramp during the Haiti disaster relief effort. Maj Pierce has held several other notable positions, deployed 5 times, and participated in numerous exercises in multiple countries.

Maj Andrew S. Clayton, Ed.D serves as an Assistant Professor in the Department of Leadership at the Air University's Air Command and Staff College and deputy course director for the leadership course. Major Clayton is an academic affairs officer with more than 10 years and 5,000 hours teaching within Air University. Major Clayton also holds certifications as an Air Force Master Instructor and On-Line Instructor. He holds a doctorate in organizational leadership with an emphasis in higher education from Grand Canyon University, a master's degree in adult education and training from the University of Phoenix, a bachelor's degree in aviation administration from Purdue University, and is a graduate from Air Command and Staff College.

Maj Jason Stack is an Air University Fellow and AY17 Air Command and Staff College (ACSC) Graduate serving as an Instructor and Academic Advisor for ACSC's Department of Leadership. He is a career Security Forces (SF) officer with experience at the Squadron, Group, and Numbered Air Force levels. Prior to entering military service Major Stack earned his certification as a Police Officer in the State of NH and served two years as a sworn Police Officer with the Hampton NH Police Department. After SF squadron level experience at the USAF Academy CO, Osan AB Republic of Korea, and RAF Lakenheath United Kingdom, he served as the only Security Forces staff officer at Headquarters Second Air Force, Keesler AFB Mississippi, and later as the Executive Officer to the Second Air Force Commander. Major Stack has deployed twice in support of OPERATION ENDURING FREEDOM, most notably to Afghanistan where he led the Law and Order Detachment in Kabul as a Joint Expeditionary Tasked Airman under the U.S. Army's 196th Maneuver Enhancement Brigade. He has commanded twice at the Squadron level leading the Artic Defenders of the 821st Security Forces Squadron, Thule Air Base, Greenland, and prior to attending ACSC the Defenders of the 460th Security Forces Squadron, Buckley AFB, Colorado.